

Social media for learning and teaching: Examining the landscape

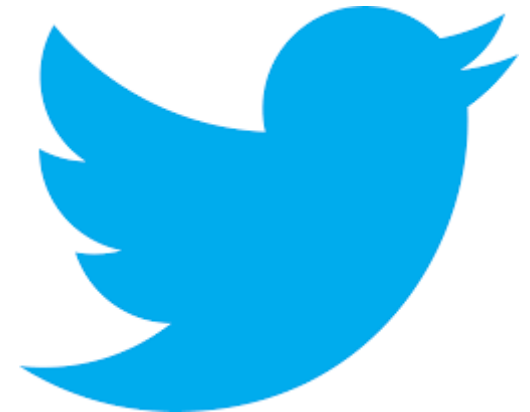


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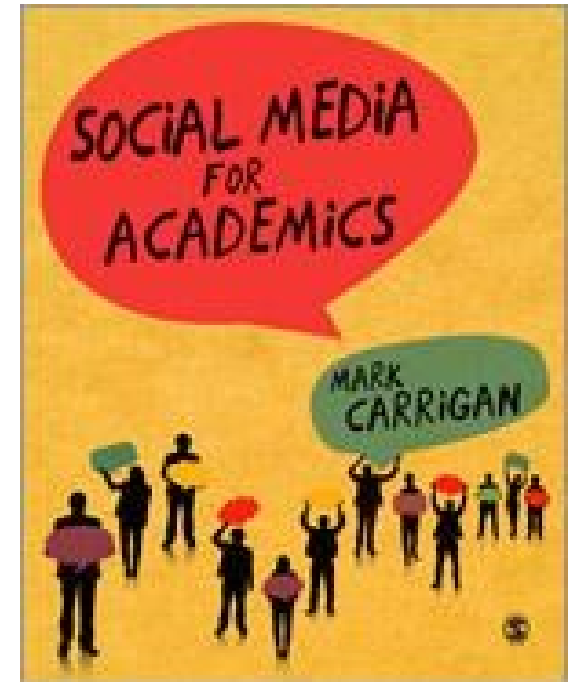
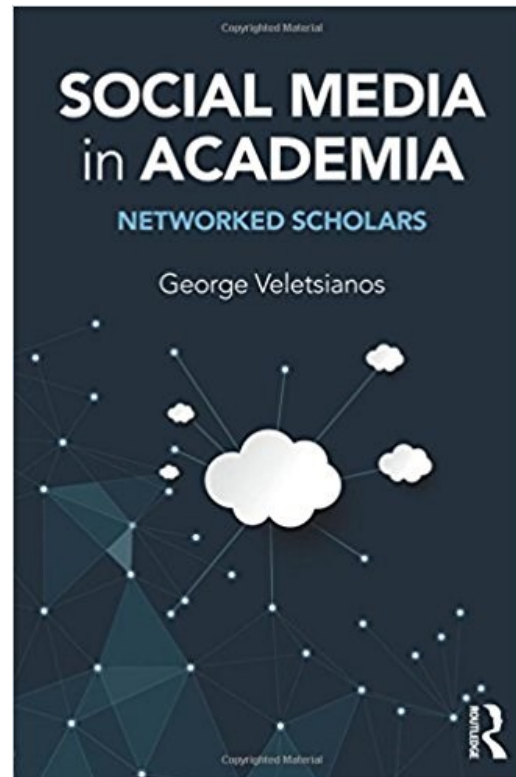
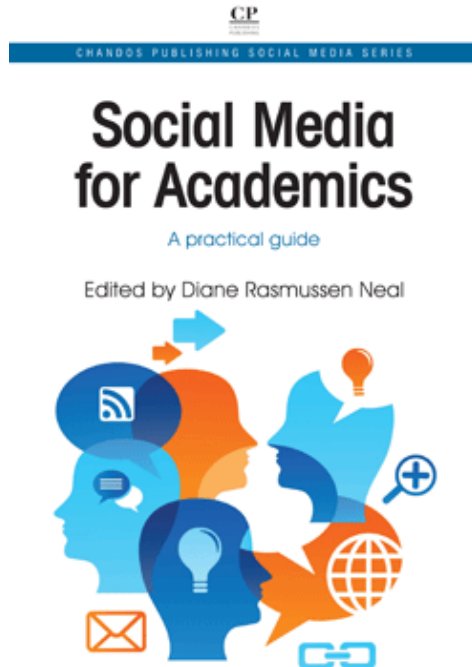
Time to tweet!

What do you think of/know about using
social media for learning and teaching?
Tweet it!

Today's hashtag: #StrathLT18
Me: @infogamerist



Social media for teaching and learning: How and why?



My definition of social media/Web 2.0

“the many easy-to-use services that anyone can use to interact with other people online”
(Rasmussen Neal, 2012, p. xxiii)



Characteristics of social media (boyd, 2014)

- **Persistence:** content won't be forgotten over time
- **Visibility:** content is easily accessible
- **Spreadability:** content is easily shared
- **Searchability:** content is easy to search for later

Categories of social media, and examples of these categories

- **Blogging** (WordPress, Tumblr)
- **Microblogging** (Twitter)
- **Wikis** (Wikipedia, MediaWiki, PBworks)
- **Collaboration tools** (Google Drive, Evernote, Skype)
- **Productivity tools** (Doodle, Prezi, Google Scholar)
- **Metrics tools** (Altmetrics, ORCID, Kudos, Google Scholar Citations)
- **Social networks** (Facebook, LinkedIn, academia.edu, ResearchGate)
- **Content and social sharing** (Flickr, Instagram, Snapchat, YouTube, Pinterest, reddit, Vimeo, WhatsApp, Yik Yak)
- **Social games** (Candy Crush Saga, World of Warcraft)
- **Social bibliographic services** (Zotero, Mendeley, CiteULike)
- **Social learning** (iTunes U, FutureLearn, Coursera, Edmodo, Moodle aka Myplace)

Why should we use social media for teaching and learning?

- We must go where students are (and where today's workforce is) to remain relevant
- Active learning - what captures and holds their attention?
- Likely increase in student engagement and participation with forums, etc.
- Can help lecturers manage their time and organise their workload
- Skype, Zoom, or Google Hangouts for meetings with lecturer or for group work
- Useful educational tools and open resources available online (Vimeo, YouTube, Flickr)
- Teach critical thinking in context: (Is Wikipedia reliable? How can we spot "fake news"?)

Why else should we use social media for teaching and learning?

- Exposure to practice: communication settings to be experienced at work and learning through “lived experiences” (lecturers must be active and proficient)
- Help students connect learning to the real world – “useful learning”!
- Social learning can promote collaboration and reflection; based on constructivism
- Facilitating student engagement
- Enhancing learning through moving away from teacher-student to individual and student-student
- Building a community of practice
- Resource discovery

(Gruzd et al., 2018)

Still more uses of social media for teaching and learning

- Can facilitate social interactions within what is viewed as user-friendly interfaces
- Importance of digital media literacy skills (more on this later)
 - Blog for “writing for broader audiences, online engagement, and providing feedback to peers on their work” (p. 26) – not just for the instructor
 - Difficult to get them to think critically about their social media use
 - **My note: it is a myth that all young people are tech-savvy and digitally literate**
- Increase participation from typically quieter students
- Students want use of innovative technologies in class, but also want to keep academic and private lives separate
- “Integrating technology into teaching should always be more than just adding tools, but rather is a deliberate outcome of an intentional pedagogical practice, which benefits from the application of technology” (p. 27)
- Tips for implementation: consider affordances and constraints, use it yourself, consider support needs, explain its purpose to students, discuss with other instructors

(Gammon & McGranahan, 2015)

What makes us *more* likely to use social media for teaching?



- Personal engagement with social media
- Higher age (knowledge of “widespread use of media to give technology fluency and choices”) (p. 172)
- Online teaching experience
- Social influence
- Awareness of barriers and best practices
- Decreased university IT support
- College more than university
- In the future: more microblogging, more resource sharing, less social networking

(Esteve del Valle et al., 2017)

Benefits and obstacles for university teaching use (Manca & Ranieri, 2016)

- Benefits/motivations/use
 - More experienced teachers use social media for teaching more, especially Twitter
 - HaSS-type disciplines use more than STEM
 - Preparing lectures, supporting collaboration
 - Circulating class information, increasing community
- Obstacles
 - Changes in traditional teaching roles
 - Student relationship management
 - Privacy concerns
 - Face-to-face teaching preferred over online
 - Lack of technical support/time for teaching innovation
 - “perceived usefulness is an important factor that motivates the use ... perceived risk negatively affects motivation to use them” (p. 228)
 - Lack of self-efficacy; negative outcome expectations (Hussain Alshahrani, my PhD student)

REALISING SCOTLAND'S FULL POTENTIAL IN A DIGITAL WORLD: A DIGITAL STRATEGY FOR SCOTLAND



**Digital
Scotland**

**"DIGITAL SKILLS ARE FUNDAMENTAL
TO THE LIFE CHANCES OF OUR PEOPLE
AND THE ECONOMIC SUCCESS OF OUR
COUNTRY."**

**JOHN SWINNEY, DEPUTY FIRST MINISTER AND
CABINET SECRETARY EDUCATION AND SKILLS**



Scottish Government
Riaghaltas na h-Alba
gov.scot

When you sign Scotland's Digital Participation Charter, we ask you to commit to five key pledges - allowing Scotland to work together and skill up our digital nation.

Our Pledges



- 1 Skill Up**

We ensure that our staff & volunteers have the opportunity to develop essential digital skills.
- 2 Support Staff**

We support our staff & volunteers to help others learn essential digital skills and embrace digital tools.
- 3 Support Scotland**

We support our nation by contributing resources and practical support for Scotland in whatever ways we can.
- 4 The Essentials**

We support a common language based on digital participation and essential digital skills to make our thinking and actions as clear as possible.
- 5 Come Together**

We channel our efforts through the Digital Participation programme so that our activities are coordinated and build on each other.



iTunes U 4+

Free educational courses

Apple

#83 in Education

★★★★☆ 3.3, 154 Ratings

Free



Description

iTunes U provides everything an instructor needs to bring the classroom together on iPad — build lessons with apps and your own materials, collect and grade assignments, start class discussions, or talk to students to answer questions and provide feedback.

iTunes U also allows anyone with an iPhone, iPad or iPod touch to learn from a large collection of free education content in public courses from leading schools, universities, museums and cultural institutions....

Excellent



2 Sep 2017

vanillaMoon

This application has helped me so much within my course for university, I would really like to see new podcasts and videos though as I use this application regularly. I hope you don't get rid of this and the iTunes app it has really helped me progress.

Great app



9 Dec 2017

Rolando123

As always Apple did it once again.

Great app used widely in school

1 Sep 2017



Ethan YOLO

I love this app to show off my learning and doing learning digitaly

Discover

The Open University on iTunes U

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Opinion Polls in a Nutshell

Ever wondered how opinion polls work? As election fever grows - so does the importance of opinion polls which today are an essential part of modern political life. Political strategists, voters and the media all lap up the data generated - but where does it come from? and just how easy is it to predict the future based on the opinions of the present?

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Top Downloads



1. 60-Second Adventures in Thought

Can a cat be both alive and dead? Can a computer think? How does a tortoise beat Achilles in a race? Voiced by comedian

The OU on iTunes U



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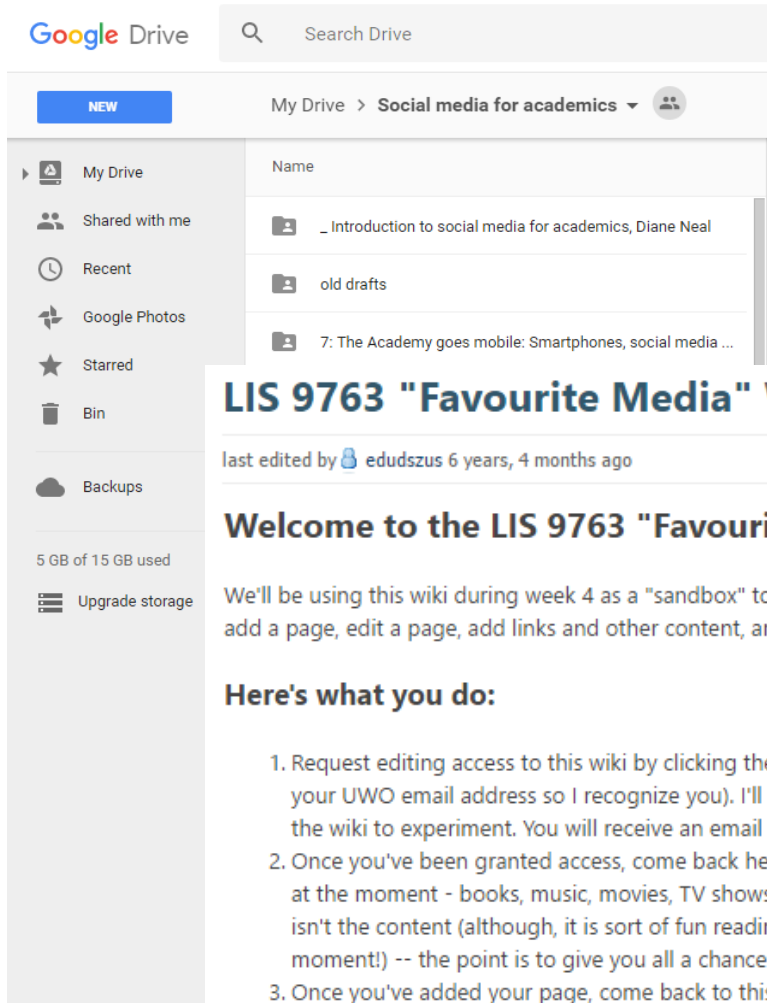
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Real-time collaboration tools: Teach and learn together



LIS 9763 "Favourite Media" Wiki - Winter 2010

last edited by  edudszus 6 years, 4 months ago


 Page history

Welcome to the LIS 9763 "Favourite Media" Wiki

We'll be using this wiki during week 4 as a "sandbox" to give you a chance to explore an actual wiki, add a page, edit a page, add links and other content, and generally get a feel for how wikis work.

Here's what you do:

1. Request editing access to this wiki by clicking the "request access" link on the right (please use your UWO email address so I recognize you). I'll grant access right away so you can start using the wiki to experiment. You will receive an email message once access has been granted.
2. Once you've been granted access, come back here and add a page listing your favourite media at the moment - books, music, movies, TV shows, blogs... anything! The point of this exercise isn't the content (although, it is sort of fun reading about what other people are into at the moment!) -- the point is to give you all a chance to do some wiki editing.
3. Once you've added your page, come back to this page, click "edit" and add a link to your page below. I've created a page and added it below as an example.


 To join this workspace, [request access](#).

Already have an account? [Log in!](#)

Navigator

- Amanda's favourite media
- Ashley's Favourite Media
- Erica's favorite media
- LIS 9763 "Favourite Media" Wiki - Winter 2010
- SideBar

Pages No Files

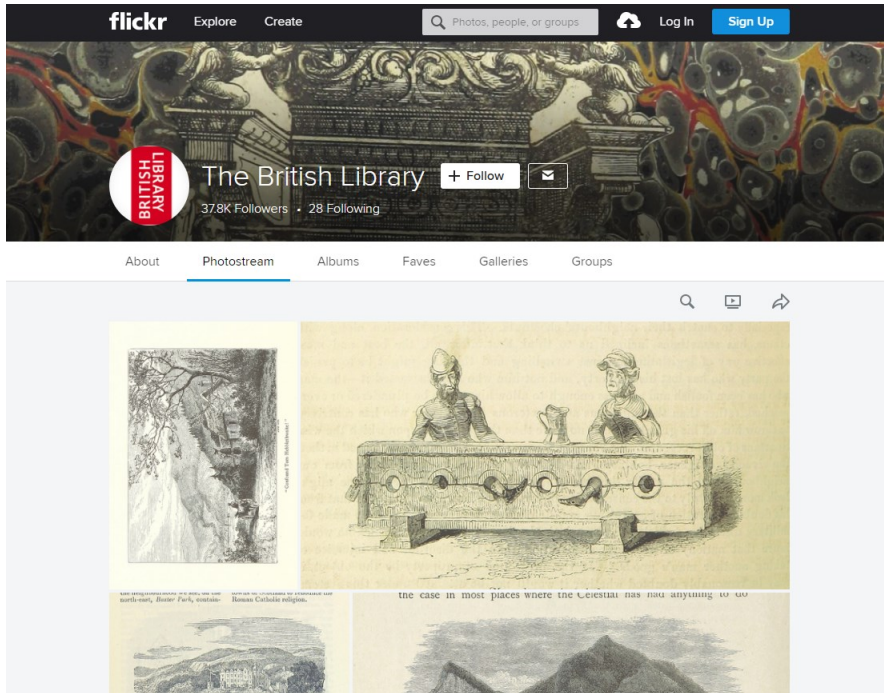
options 

SideBar

- [Amanda's favourite media](#)

Recent Activity

Open educational resources (OER)



Bloggging as a reflective tool

New blog post

Page: (Previous) 1 2



final post

Saturday, 4 June 2016, 7:15 PM

by Diane Pennington

Visible to participants on this course

This has been a very informative class. I have learned quite a bit about the UK context (which is something I needed, being new here). I have also learned about Strathclyde's local PGR policies. I had a strong need to take this class because I have PhD students, serving as either first and second supervisor to a few students, with more starting this fall.

The importance of "quality" doctoral supervision seems quite essential to a student's ability to finish a PhD within the expected time. But there doesn't seem to be complete agreement about what "quality supervision" means, at least based on the research and based on the discussions in my group. Is it instructive? Supportive? Clear-cut? Open-minded? Different students need different things, even students within the same discipline. Perhaps research comes more naturally to some students than others, and perhaps some are more independent than others. A PhD isn't for everyone, and regardless of the quality of the supervisor, maybe not everyone who starts one is meant to finish. Even with the best supervisor in the world, students still need to be motivated, intellectually curious, and open to new ideas.

Final reflective blog

Complete a blog post reflecting on what you have learned during this course and considering any learning development needs that you may have identified as a result and how you plan to take this forward.

Blog usage

My participation summary

Participation

Most commented posts

Past month



Posts with the most number of comments added in the past month

Time
period

Past month ▼

Blogs for sharing, teaching, learning and reflecting in an online class about social media (Rasmussen Neal & Xiao, 2011)

LIS 9763, Social software and libraries, winter 2013

Apr
09

Lesson 13: Reflection and wrap-up

Welcome to Lesson 13! I can't believe this is our last lesson!

We've been through a lot together this semester: blogs, RSS, wikis, mashups, policy, Facebook, Flickr, Pinterest, the Cloud, QR codes, social games, and so much more – all while using only social technologies! I hope you've enjoyed it as much as I have. I hope you feel like you've learned a lot, because you have all come a long way in this class! I'm looking forward to reading your final projects.

I would like to encourage you to leave your blogs up for your own use. You can use them for job interviews; all the thoughtful posts you've written could certainly look promising to prospective library employers, many of whom are interested in augmenting their social media presence but don't really know how to do so. After this class, you have a skill set they'll really like!

I would also like to encourage you to continue following social media news. We won't be on Edmodo together anymore to share links to

BLOGROLL

- [a library student's musings](#)
- [aleksmajka](#)
- [Alexandra's LIS Blog](#)
- [Allison's 9763 Social Software & Libraries Blog](#)
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- [heavyblogwarning](#)
- [jlewi4](#)
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- [KHansen](#)
- [Krista's LIS 9763 Blog](#)
- [LIS 9763 – Social Software](#)
- [LIS 9763 – Social Software and Libraries](#)

Student evaluation mechanisms

- Two assignments completed alone
 - Current issues surrounding a social media service
 - Evaluation of a library's social media use
- At least 10 weekly blog posts
 - Reflections on each lesson's readings and activity completion
 - Available to instructor and students
- VLE posts
- Participation in weekly group text chats on Skype
- Group assignment
 - Create a social media plan and sample sites

Limitations to the approach

- Unresolved property/ownership issues
- Requires lecturer to have high technological comfort level
- Technologies are only the tools; you get out what you put in
- Lack of consistency compared to other courses
- Students' uncertainties can impact their perceptions

Examined student blogs using discourse analysis

- RQ: How did the students experience learning in the course as expressed through the discourse in their blogs?
- Sample: 5 student blogs; 10-14 lengthy posts per blog
- Discourse analysis (Potter, 1996)
 - Widely used in LIS, especially in information behavior studies (McKenzie, 2004; Oliphant, 2009; Neal & McKenzie, 2011, et al.)
 - Assumption: the course is a collective, social experience
 - Approached the blogs as constructed within a community of learners who are engaged in publicly sharing their collective educational experiences
 - Looked for language that would, in effect, identify students' community-shared learning journeys with social media technologies and applications in library settings > "interpretative repertoires"

Interpretative repertoire #1:

A definitive growth in the students' understanding of social media throughout the semester

- Start of the semester: anticipation; little social media knowledge
 - *"I'm spending some time trying to figure out the ins and outs of blog creation, as I'm sure many of you are" (4)*
- Mid-semester: a sense of learning
 - *"Now that we have been introduced to RSS, I feel more confident entering into the world of blog reading" (4)*
- End of semester: much had been learned
 - *"What I really learned in this course, however, is that all of these Web 2.0 things are not that hard!" (4)*

Interpretative repertoire #2:

Past experience influenced students' experiences with class activities

- Most students had not used many different types of social media prior to the course
- Lack of past experience/pre-existing negative opinions frequently influenced their perceptions, but they sometimes evolved
 - *"I always suspected that I hated Twitter. Now, I am sure of it. I thought I would give it a chance for Diane's sake, and I can now unequivocally say that I tried it and that I have a headache. And, please God, I hope that I never get a job as a Twitter-embedded librarian."* (4)
 - *"I think I've always felt relieved to be free of technology simply because it is daunting and full of jargon I don't understand"* (2)
 - *"I first approached this week's lesson with this attitude: 'I am not a gamer and so I just don't care.' ... Ironically I ended up giving more thought and attention to this topic than I have many of the others."* (3)

Interpretative repertoire #3: The quasi-public informal sharing of personal learning led to a sense of community

- They didn't mind the public sharing, but rather embraced it
 - *"I hope to see you all again at a conference along the way or even more likely at a webinar, in a virtual world, on facebook or wherever technology takes us... to take a term taken from Maness, through this course we are building our own 'biblioblogosphere'!! (3)*
 - *"I enjoyed the opportunity to discuss my thoughts via blog, it lent to a more informal style of expression that I don't often get the chance to use in school." (2)*
 - *"... the Monday night chats were great!" (5)*
- Sharing of *frustrating* experiences on the (public) blogs was surprising
 - *"didn't figure it out ... I found my frustration was at the level of how web pages are programmed to 'work' online..." (1)*
 - *"Perhaps my main frustration with tagging is that tags are usually not what I expect them to be. Tag clouds seem to turn into uncontrollable monsters sometimes." (4)*
 - *"I would be lying if I didn't admit that I was ready to hurl my computer and the whole Web 2.0 with it into a tub of hydrochloric acid this week." (3)*

From a student who took the class

“... it is my view that more professors should make use of at least some of these (social media) tools to enhance the online experience. Further, a strong argument can be made that professors delivering programmes in a regular classroom setting would benefit themselves and their students by making use of several of the social media tools that are already available.”

-- Robert Foster, co-author of our book chapter “Learning social media: Student and instructor perspectives” in my edited book *Social media for academics: A practical guide*

Social networking, knowledge sharing, and student learning

- 2014-15 survey of undergrads and postgrads about social networking use for uni (n=308)
- “[C]hatting and discussion, and file sharing based on SNS tools, are important predictors of knowledge sharing [...] In addition, knowledge sharing is a strong predictor of learning performance” (p. 24).
- Most commonly used tools in order of preference: WhatsApp, YouTube, Facebook (Eid & Al-Jabri, 2016)

Blog assignment for anthropology

- Using WordPress, students had to blog on assigned topics (food, love, body, family, money, music) and discuss their relation to various anthropological theories
 - Requirement to submit comments on others' blogs
 - Blogs and comments were marked
- (Gammon & McGranahan, 2015)

Pinterest for fashion design - students' collaboration with customers

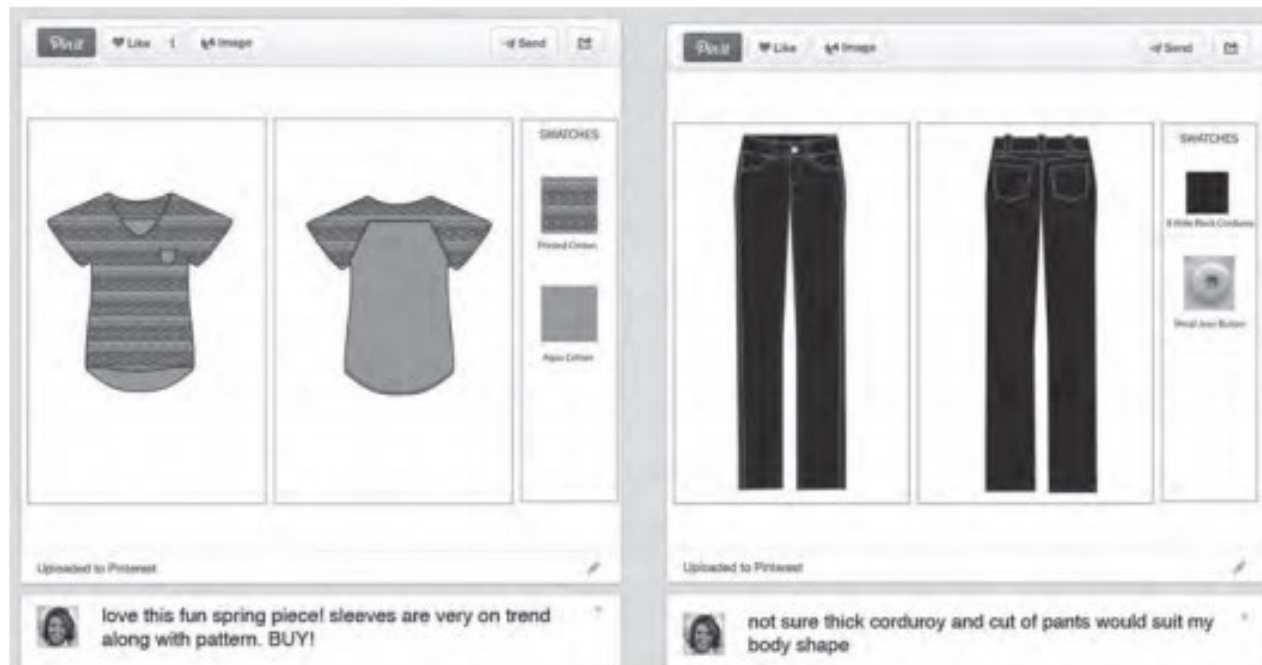


Figure 3: Student garment designs with customer's feedback posted in the comment section.

(Lapolla, 2014)

Twitter: Increased student engagement and grades

- Required “Twitter assignments” for discussion, reactions
 - Used for the following purposes:
 - Continuing class discussions
 - Comfortable way to ask questions
 - Book discussion
 - Reminders for class and campus
 - Academic and personal support
 - Connection as a cohort
 - Organising group and volunteer projects
- (Junco et al., 2010)

Social networking for participatory learning



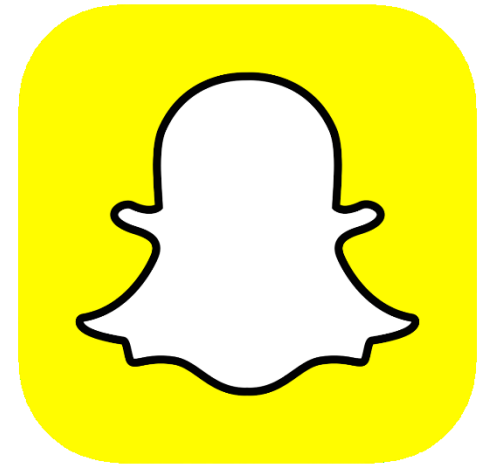
- Facebook group voluntarily started by student at the end of the class; posted in discussion forum
 - ongoing with current/prior students and scholars
 - active learning, learning with peers is deeper
- Facebook page for student recruitment
- 3 key components of successful social media implementation within higher education:
optional participation, active content production, and active moderation
(Davis et al., 2015)

Some other examples



- Posting photos to Flickr that demonstrate chemical processes in everyday life
 - Collect beetles and upload pictures with documentation to sharing area on the VLE
 - News story collection on a blog for journalism students
 - Blogging about professional placement experience for teacher education students
- (Bennett et al., 2012; Deng & Yuen, 2010)

Currently, young people are moving away from *public* spaces for collaboration, but still using online tools (WhatsApp; Snapchat; privately created groups)

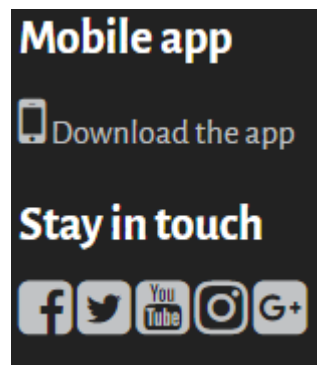


Practicalities, planning, & implementation

- Who are the students? What do they need?
 - Discipline – technology-driven?
 - Culture can influence use (Weibo, QQ in China)
 - Class size, undergrad or postgrad
- What are the needs of lecturers?
 - Technology is a tool for achieving something
 - Time, training, practice, and mentoring
 - Choosing platforms wisely and knowing their limits
 - Recognition of innovative teaching from line managers
 - Required resources from IT are minimal, other than current hardware and good wi-fi
 - “Instructor immediacy” (Arbaugh, 2001) – but how reachable to be?
- Consider policy and guidelines for behaviour and participation
 - Hate speech? Off-topic discussion? Alternative facts?
 - Required or optional? Could depend on the purpose/platform
 - Alignment with course and module objectives and outcomes?
- Integrated into instructional design of the module

What does Strathclyde offer now?

What *could* we offer our students?



Where do we go next? (Not today!)

- Machine learning and Artificial Intelligence (AI) for tutoring and marking?
- Virtual Reality (VR) for simulations?
- Drones for real-life observations?
- Big Data for processing educational information?
- Mobile learning: Augmented Reality (AR)?
- Multimodal learning environments?
- What can be done with (or about!) gaming and gamification?
- Improved interaction and engagement through the Internet of Things (IoT)?
- Change is our only constant

Thank you!



Presentation available on SlideShare: <https://bit.ly/2JMaHG5>

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